

PTRM 300- Recreation Behavior

Instructor Info:

Instructors: Dr. Elizabeth Covelli Metcalf

Room: Forestry 106 TR 2:10-3:30pm

Office: Room 460 CHCB

Email: elizabeth.metcalf@umontana.edu

Phone: 406.243.4448

Office hours: Th 10-12pm or by appointment

Course Description:

This course will outline the technical and scientific knowledge that informs our field.

Course Overview:

This course is to provide students with an understanding of the nature of science in the field of parks, tourism and recreation management. The course will focus on the theory behind management of our natural resources and demonstrate how theory, management and research inform the field.

Course Objectives:

1. To educate students about the socio-political and institutional systems in which this profession operates.
2. To familiarize with the current body of technical and scientific knowledge that informs the field.
3. To introduce theories and demonstrate how they relate to management of recreation resources.
4. To familiarize students with reading, analyzing, and synthesizing scientific literature.
5. To encourage students to research topics related to recreation management and to provide a detailed description of "what's missing" from the literature.

Approved Writing Course Learning Outcomes

- Use writing to learn and synthesize new concepts
- Formulate and express written opinions and ideas that are developed, logical, and organized
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

Upper-division Writing Requirement in the Major Outcomes

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources

- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

Learning Materials:

All readings are on Moodle and on reserve at the library. You are required to bring a hard copy of the assigned reading with you to class each day.

Technology in the classroom:

You are not allowed to use computers in class. Please see the instructor if you have a special circumstance. Other forms of technology that are prohibited in the classroom include cellphones and e-readers.

Course evaluation

Grade Item	Percentage of Grade
Class participation	15%
Peer Review	15%
Annotated Bibliography	15%
Discussion leaders	10%
Exam 1	15%
Exam 2	15%
Final paper	15%
Total	100%

Grades

- 93-100 A
- 90-92 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 67-69 D+
- 60-66 D-
- Below 60 F

Class participation and attendance:

The success of this course depends on lively in-class discussion. Therefore, students are expected to come to class everyday well-prepared and ready to discuss the assigned readings and topics from the lectures. Students who do not prepare and those who miss class will find it difficult to succeed in this course. Excused absences from class include a severe illness with a doctor's note or some major life event that is discussed and approved previously with the instructor at least 1 day before the missed class. Curry Health Center works with students to make appointments that do not overlap with class times or work schedules.

In-class discussion, papers and exams:

The in-class discussions, papers and exams for this course will be used to measure your understanding of the topics covered and your ability to communicate that understanding verbally and through writing. Papers are due at the beginning of class. If a paper is late your grade will decrease by 5 points for each day. Deductions start after the first 20 minutes of class on the due date of the assignment. If you are going to miss an exam, you must have an excused absence and get in touch with the instructor at least an hour before the exam time.

Academic Integrity:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at: http://life.umt.edu/vpsa/student_conduct.php.

Equal Access:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406.243.2243. I will work with you and DSS to provide an appropriate modification.

Assignments**○ Peer Review**

Please read- Buys, C. G. 1975. Predator control and rancher's attitudes. *Environment and Behavior* 7:81-98. In your paper, please outline the pros and cons of this article. Please answer the following questions: What is the importance of the paper in the field of recreation? Is the paper thorough and logical in the literature section? Is there supporting literature to back the argument? Do you think the methods and analysis were appropriate? Were the implications of the study clearly outlined in the discussion section? Did the authors appropriately address limitations and areas for future research?

○ Annotated bibliography

Please pick a major issue facing outdoor recreation (we have discussed many, feel free to use any topics from class). Using at least 6 academic journal articles compile an annotated bibliography. We will discuss what this means in class. These articles should inform your topic and provide a basis to write your final term paper.

- **Final Paper**

The final paper is to be developed from your annotated bibliography. You are to pick a major issue facing outdoor recreation and develop an argument as to why it is important. The paper should include an introduction of the problem (2 pages), literature review (3-4 pages), and a section on implications and future research needs (2-3 pages). We will discuss this paper throughout the semester. You will have an opportunity to submit this paper before the due date for review.

- **Discussion leaders**

In groups of 5-6 people you will be asked to lead a discussion for one of the theoretical topics. I will assign each group a topic and day and it is up to the group to make the class discussion topics lively and interesting. The discussion should include a brief synopsis of the reading, questions that encourage the class to talk and any other unique ideas you might have to inspire discussion. Your group will be required to turn in an outline of your discussion. We will talk more about this as the class goes on.

SPRING 2016 – IMPORTANT DEADLINES FOR CHANGING COURSE OPTIONS

Date	Description	Date Range
To 15th instructional day	Students can drop classes on Cyberbear with refund	February 12 through last day
16th to 45th instructional day	A class drop requires a form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W' on transcript, no refund.	February 13 through March 28
Beginning 46th instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45th instructional day of the semester. Requests to drop must be signed by the instructor, advisor, and Associate Dean and a \$10 fee applies.	March 29 through May 6

Course Schedule: subject to change

Date	Topic and assignments due	Readings
Jan. 26	Introduction to the course	Syllabus
Jan. 28	What is theory and science?	Henderson, K. A. 1994. Theory application and development in recreation, parks, and leisure research. <i>Journal of Park and Recreation Administration</i> 12:51-64.
Feb. 2	What is theory and science?	Williams, D. R. (1993). Forest recreation demand and opportunities. In <i>Silviculture in the Appalachian Mountains Program of Advanced Studies in Silviculture Workshop</i> (pp. 6-1 - 6-10). Blacksburg, VA: Virginia Tech.
Biological bases of behavior		
Feb. 4	Theory and conceptual foundations	Bourassa, S. C. (1991). <i>The Aesthetics of Landscape</i> . London: Belhaven Press. (pp. 57-65)
Feb. 9	What physiological responses tell us of nature's importance	Ulrich, R. S., Simons, R. F., Losito, B. D., Fiorito, E., Miles, M. A., & Zelson, M. (1991). Stress recovery during exposure to natural and urban environments. <i>Journal of Environmental Psychology</i> , 11, 201-230.
Feb. 11	Cognitive evolution and the quest for knowledge	Kaplan, R. (1994). Informational issues: a perspective on human needs and inclinations. In G. A. Bradley (Ed.), <i>Urban Forest Landscapes: Integrating Multidisciplinary Perspectives</i> (pp. 60-71): University of Washington Press.
Feb. 16	Research Session	Meet in Stone Hall 106
Feb. 18	Wilderness solitude	Hammit, W. E. (1982). Cognitive dimensions of wilderness solitude. <i>Environment and Behavior</i> , 14(4), 478-493.
Goal-directed models of behavior		
Feb. 23	Exam 1	
Feb. 25	Attitude theory	Lutz, R. J. 1990. The role of attitude theory in marketing. In H. H. Kassarian and T. S. Roberson (eds.) <i>Perspectives in Consumer Behavior</i> , 4th Edition. (pp. 317-319, 332-334). Englewood Cliffs, NJ: Prentice-Hall.
Mar. 1	Attitude theory	Bright, A. D., & Manfredi, M. J. (1996). A conceptual model of attitudes toward natural resource issues: A case study of wolf reintroduction. <i>Human Dimensions of Wildlife</i> , 1(1), 1-21.

Mar. 3	Visitor Experiences Annotated Bibliographies Due	Manfredo, M. J., Driver, B. L., & Tarrant, M. (1996). Measuring leisure motivation: A meta-analysis of the recreation experience preference scales. <i>Journal of Leisure Research</i> , 28(3), 188-213.
Mar. 8	Constraints to recreation (Group discussion leader)	Crawford D. W. & Godbey, G. (1987). Reconceptualizing barriers to family leisure. <i>Leisure Sciences</i> , 9 (2), 119-127.
Mar. 10	Constraints to recreation (Group discussion leader)	Jackson, E. L., Crawford, D. W. & Godbey, G. (1993). Negotiation of leisure constraints. <i>Leisure Sciences</i> , 15, 1-11.
Mar. 15	Experience use history (Group discussion leader)	Heywood, J. L. (1987). Experience preferences of participants in different types of river recreation groups. <i>Journal of Leisure Research</i> , 19(10), 1-12.
Mar. 17	Recreation opportunity spectrum (Group discussion leader)	Yuan, M. S. and McEwen, D. 1989. Test for campers' experience preference differences among three ROS setting classes. <i>Leisure Sciences</i> 11:177-185.
Mar. 22	Visitor satisfaction (Group discussion leader)	Graefe, A. R., & Fedler, A. J. (1986). Situational and subjective determinants of satisfaction in marine recreational fishing. <i>Leisure Sciences</i> , 8, 275-295.
Mar. 24	Visitor satisfaction (Group discussion leader)	Vaske, J. J., Donnelly, M.P., Heberlein, T. A. & Shelby, B. (1982). Differences in reported satisfaction between consumptive and nonconsumptive recreationists. <i>Journal of Leisure Research</i> , 14, 195-206.
Mar. 29	Discussion of peer review	Lovejoy, T., Revenson, T., & France, C. (2011). Reviewing manuscripts for peer-review journals: A primer for novice and seasoned reviewers. <i>Annals of Behavioral Medicine</i> , 42, 1-13.
Mar. 31	Attitude theory revisited	Buys, C. G. 1975. Predator control and rancher's attitudes. <i>Environment and Behavior</i> 7:81-98.
Apr. 5	Spring Break	
Apr. 7	Spring Break	
Apr. 12	Conflict Peer Review Due (Group discussion leader)	Jacob, G. R. & Schreyer (1980). Conflict in outdoor recreation: A theoretical perspective. <i>Journal of Leisure Research</i> , 4, 368-380.

Apr. 14	Conflict (Group discussion leader)	Graefe, A. R. & Thapa, B. (2004). Conflict in natural resources. In Manfredi, M. J., Vaske, J. J., Brown, P. & Bruyere, B. (eds.), <i>Society and Natural Resources: A Summary of Knowledge</i> . Jefferson City, MO: Modern Litho, pp. 209-224.
Place Based Theory		
Apr. 19	Meaning-based models	Williams, D. R., & Vaske, J. J. (2003). The measurement of place attachment: Validity and Generalizability of a psychometric approach. <i>Forest Science</i> , 49(6), 830-840.
Apr. 21	Meaning-based models	Moore, R. L., & Graefe, A. R. (1994). Attachments to recreation settings: The case of rail-trail users. <i>Leisure Sciences</i> , 16(1), 17-31.
Normative theory		
Apr. 26	Normative theory	Vaske, J. J., Shelby, B., Graefe, A. R., & Heberlein, T. A. (1986). Backcountry encounter norms: Theory, method, and empirical evidence. <i>Journal of Leisure Research</i> , 18(3), 137-153.
Apr. 28	Normative theory	Roggenbuck, J. W., Williams, D. R., Bange, S. P., & Dean, D. J. (1991). River float trip encounter norms: Questioning the use of the social norms concept. <i>Journal of Leisure Research</i> , 23, 173-187.
May 3	Final paper discussion Catch up day	
May 5	Review Exam 2	Final papers due
May 9	Exam 2	